

Pupil premium strategy statement – Watton Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	32.8% (102 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Liam Ambrose Executive Headteacher
Governor / Trustee lead	Jan Hatchell Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£153,950

Part A: Pupil premium strategy plan

Statement of intent

What are our aims for the pupil premium grant?

Watton Junior School has the vision of providing to all pupils a community of Ambition, Creativity and Kindness. We have a large team of staff who share in our aim to help all children achieve their full potential. We always put the children at the heart of everything we do.

Watton Junior School is a large 3 form entry junior school, is a rural market town in mid-Norfolk.

Approximately 52.5% of adults are in employment, while 2.0% are unemployed. A significant 45.4% are economically inactive, a figure higher than the national average of 39.1%.

The town has a notably higher-than-average reliance on manual and service-based roles. The most common occupations are skilled trades (16.0%), process, plant, and machine operatives (15.1%), and elementary occupations (14.6%). Conversely, professional occupations account for only 9.3%, which is less than half the national average of 20.3%

Approximately 42% of the pupils in Watton Junior School have English as a Second Language.

Who will benefit for the pupil premium grant?

We intend that every pupil in the school should have access to good quality teaching and learning to ensure that they make good progress and achieve a good standard of attainment regardless of their backgrounds and the challenges that they may face. Our pupil premium policy enables us to support those children who may be disadvantaged including some who may be high attainers.

We also embrace the challenges facing other children who may be classed as vulnerable but not fall under the umbrella of 'disadvantaged'; especially children who are just above the threshold to receive Pupil Premium funding.

Watton Junior School uses a tiered approach to Pupil Premium spending which aligns with the EEF's evidence informed approach:

- to develop high-quality teaching
- provide targeted academic support
- tackle non-academic barriers to academic success

Our ultimate objective is to close the gaps between disadvantaged pupils and their peers. Our strategy is key to ensuring that all children affected by the pandemic or other social factors are given targeted support to reduce and ultimately close that gap. We do not believe that our strategy should be a 'one size fits all approach' but one that will take into account the

individual's needs and the challenges that they face, and we will rigorously assess the strategy to ensure it is effective.

Measurements for effectiveness can be, but not solely judged on

- Challenge in work set
- Early intervention when a need is identified
- All staff actively pursuing the best outcomes for all pupils

We recognise that there are many areas that need focusing on however we have chosen four areas of priority in the first instance to give us a best chance for success. These areas will be regularly reviewed and added to or amended as necessary.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Underachievement in English and Maths</p> <p>Key Stage 2 SATs data shows that only 13% of our disadvantaged pupils achieved the expected standard across reading, writing and Maths last year. The largest discrepancy from National results was in writing. Reading and Maths SATs data were much higher than writing but still below National figures.</p> <p>The data of the Year 3 children joining us is low with only 14% being at the expected level in reading, writing and Maths at the end of Year 2. Only one disadvantaged child (3.7%) met the National expectations in all 3 subjects at the end of Key Stage 1. A similar picture on intake is seen with the phonics screening check. 48% of the disadvantaged children in our Year 3 cohort have not passed their phonics assessments and will require support and intervention, this compares to 25% of our non-disadvantaged children.</p> <p>Formal summative assessments (SATs and PIXL) and teacher assessments show that gaps and weaknesses in fundamental skills are having a significant impact on the children's ability to build on these skills as they progress throughout the school. Data over the past 3 years is showing the gap in writing is increasing from National and this is a key priority for the school.</p>
2	<p>Issues relating to attendance</p> <p>Our attendance data for 2023/24 shows that overall attendance has been on a rising trend and is now close to the National primary figures. However, the attendance of disadvantaged pupils remains lower than for non-disadvantaged pupils. The gap last year was 1.4%.</p> <p>21.2% of our pupil premium children were persistently absent last year. This is a difference of 8.1% in comparison to non-disadvantaged pupils, of which 13% were persistently absent.</p> <p>Levels of absence are particularly concerning with our disadvantaged Young</p>

	<p>Carer cohort, where their attendance is only 82.8% and 21% of these children are considered persistently absent.</p> <p>Such high levels of absence will have significant impact on the children's ability and readiness to learn. Our School Attendance Officer is proactive in working with families to overcome the barriers to attendance.</p>
3	<p>Supporting SEMH needs</p> <p>Intervention data shows that children at our school are still suffering the effects of the COVID pandemic, particularly in their social, emotional and mental health. Pupils did not have the opportunities to meet with friends in safe, secure environments or participate in wider social communities enhancing their social skills. Key therapies focusing on social, emotional and mental health skills are being utilised more now than before and this is especially evident in the numbers of disadvantaged pupils requiring these interventions. 17.7% of our Pupil premium children needed THRIVE therapies last academic year (only 6% of non-disadvantaged pupils required this therapy); further to this, 9.7% of pupil premium children were supported with bespoke Forest school sessions to support their SEMH needs (4.3% of the rest of the cohort needed this support).</p>
4	<p>Cultural Capital</p> <p>Lack of opportunity over and above the national curriculum means that our children have been unable to access wider community projects which has challenged them both physically and mentally. This has been evidenced in health data - rising obesity levels in children and lack of enrichment in their lives i.e. music. This also links closely to the supporting of SEMH needs as discussed in challenge 3.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve attainment in reading, writing and maths.</p> <p>With a particular focus on improving writing outcomes in the academic year 24-25.</p>	<p>KS2 results and teacher assessments showing an increase in attainment amongst all pupils with results much closer to National figures. In addition, a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Year 3, 4 and 5 internal data will show an increase in attainment and narrowing of the gap.</p> <p>Year 3 to 5 improvements will be evidenced by the pupil's engagement in lessons, intervention records, internal book scrutiny data, moderation and formalised assessment data.</p>
<p>To increase and sustain improvement in attendance of all pupils in our school but particularly the disadvantaged and vulnerable pupils.</p>	<p>Sustained improvement in absence rates by 2027/2028</p> <p>Evidenced by</p> <ul style="list-style-type: none"> Attendance rates will improve to correlate to national data for all pupils.

	<ul style="list-style-type: none"> • Reduction in persistent absence and severe absence for all pupils. • Gap between disadvantaged and non-disadvantaged peers' attendance rates reduced. • The disadvantaged Young Carer cohort will have higher rates of attendance.
For a sustained improvement in the wellbeing of the pupils in school, through our ability to identify and mitigate triggers leading to social, emotional or mental health episodes within our disadvantaged pupils.	<p>Sustained improvement by 2027-2028 demonstrated by:</p> <ul style="list-style-type: none"> • Reduction in levels of absence to be in line with National primary figures. • Reduction in exclusions • Reduction in serious behavioural incidents • Increased participation in enrichment activities especially by those disadvantaged/vulnerable pupils • Improved Thrive scores • Data from pupils and parent surveys and teacher observations
To give children experiences beyond national curriculum	<p>Demonstrated by the enrichment of school life.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> • Increased visitor engagement in school life to promote outward thinking • Increased outside engagement in the wider community activities • Participation in community sports schemes outside school time

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive and participate in high quality CPD	The Education Policy Institute state that 'High-quality CPD for teachers has a sig-	1, 3

	<p>nificant effect on pupils' learning out-comes. CPD programmes have the potential to close the gap between beginner and more experienced teachers.'</p> <p>Building on the Year 1 introduction of "Walkthrus" pedagogy, Year 2 will leverage the Education Policy Institute's findings to bridge the gap between beginner and experienced teachers through sustained, peer-led coaching. We will move from general pedagogy to subject-specific mastery via high-quality and sustained professional development, to include a structured instructional coaching programme for all teaching staff.</p>	
	Extensive research has shown that improved quality of teaching is most effective in supporting all children but will disproportionately benefit those with less support or access to educational resources at home.	1, 3
Enhancement of Teaching and curriculum through funding subject leader release time	Following the initial upskilling in Year 1, Year 2 focuses on "Consistency of Delivery". Leaders will use release time to mentor non-specialists, ensuring that the "breadth of understanding" identified as a weakness is now a school-wide strength through rigorous book scrutiny	1
Continued funding of accredited scheme for writing	With Year 1 data showing writing as the largest discrepancy from National results, Year 2 will focus on embedding and mindfully adapting the Literacy Counts 'Ready, Steady, Write' scheme. This utilises EEF evidence on effective literacy approaches at KS2.	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 58,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading (including phonics) intervention	EEF research indicates that consistent, diagnostic teaching for older, struggling readers is vital.	1

	Interventions targeted at pupils not yet able to access age-appropriate texts will ensure their longer-term success in reading and across the curriculum.	
Academic interventions in reading, writing and maths	Having used PiXL assessments to identify target children in Year 1, Year 2 focuses on systematic gap-closing interventions. School leaders will monitor the cumulative impact of interventions, ensuring that the closing gap between PP and non-PP cohorts is sustained across all year groups.	1, 2, 3
Intervention lead in place to oversee and monitor effectiveness of interventions.	An experienced HLTA is being deployed to focus on interventions and has release time each week to monitor the effectiveness of this. She is also ensuring an overview of what interventions children are having.	1, 3, 4
Speech and language intervention, including support for pupils with EAL	<p>Targeted oral language interventions will continue to catch up disadvantaged pupils to their peers, focusing on the vocabulary required for the wider curriculum.</p> <p>Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	1, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 74,365

Activity	Evidence that supports this approach	Challenge number(s) addressed

SEMH therapies (Lego Therapy, Drawing and Talking, Thrive)	<p>Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</p>	2, 3
Subsidy for school trips and enrichment activities	<p>Funding will ensure all children are able to go on trips without concerns about financial burden. Money set aside to allow families to pay less or not at all if necessary.</p> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions</p> <p>Additional enrichment within school to be sought so that all pupils build cultural capital.</p>	1, 2, 3, 4
Extended school - breakfast club	<p>Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers. The food provided in breakfast clubs is still expected to follow the healthy food policies which schools follow throughout the day.</p> <p>https://www.foodafactoflife.org.uk/whole-school/wholeschool-approach/breakfast-clubs/</p>	2, 3
Pastoral support for targeted pupils	<p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Both targeted and universal interventions can have a positive effect.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 3
Contingency Fund (for issues that arise and require quick actions to be taken to mitigate)	<p>Whatever we plan for there will always be an instance/action which will not be catered for under any of the above activities.</p>	ALL

Total budgeted cost: £ 153,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 outcomes:

- Results for all pupils showed an improvement on 2023/24, for all pupils, including those in receipt of PP. There is still a gap in attainment between disadvantaged pupils and their peers, and the school's ambition remains to raise attainment for all, and specifically for PP-eligible pupils.

	Reading	Writing	Mathematics	Combined
All pupils	49%	40%	44%	31%
PP-eligible	38%	34%	34%	25%
National cohort	75%	72%	74%	62%

Attendance:

Attendance for PP-eligible pupils in 2024-25 was 92.3%, a marginal 0.9% behind the whole cohort figure, but 2.5% lower than the national primary figure. Attendance support is having a positive impact on attendance for this cohort and a continued focus on attendance for this group is important to secure further gains.

Notable successes:

- All PP-eligible pupils have had access to the same arts and cultural experiences as their peers in the 2024-25 academic year.
- There have been some notable successes for PP-eligible pupils at the end of KS2, including some significant academic progress during the 2024-25 academic year, inside and outside of the expected standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Education
White Rose Science	White Rose Education
Ready, Steady, Write Ready, Steady, Read	Literacy Counts